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ABSTRACT

This annotated bibliography contains listings of 7 publications on literacy, 16 on reading, and 14 on writing. These professional materials include books, collections of articles, research reports, proposals, program descriptions, descriptions of teaching methods, dictionaries, teacher guides, and exercises/strategies for the learner. Materials in the literacy section cover educational philosophies and techniques and literacy campaigns. Topics of materials in the reading section include reading instruction, concept development in the child, reading comprehension, the reading process, language experience approach to literacy, and family literacy. The writing section contains materials on such topics as writing improvement, writing instruction, and the writing process. The author(s), title, publisher and date of publication, and a brief annotation are provided for each publication. (YLB)

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BIBLIOGRAPHY OF PROFESSIONAL MATERIALS:

LITERACY, READING, WRITING

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LITERACY

Freire, Paulo. Education for Critical Consciousness. New York: Seabury Press, 1973.

A description of the philosophy and techniques used by the famous Brazilian educator and literacy campaigner.

Freire, Paulo. Cultural Action for Freedom. Cambridge, MA: Harvard Educational Review, monographic series #1, 1974.

Several articles by Freire which present his theory of how literacy education can raise the consciousness of the poor about the roots of poverty and oppression. A good introduction to Freire.

Freire, Paulo. Pedagogy of the Oppressed. New York: Seabury Press, 1974.

Freire's most important book, through more difficult to read than the others. Describes his literacy work in Latin and South America.

Harvard Educational Review, "Education as Transformation: Identity, Change, and Development." Volume 51, February, 1981.

A wide range of articles included a description of both the Cuban and Nicaraguan literacy campaigns.

Hunter, Carman St. John and David Harman. Adult Illiteracy in the United States. New York: McGraw-Hill, 1979.

Results of the Ford Foundation study of illiteracy. A readable and interesting presentation of the issues of illiteracy in this country. Provides an overview of the various studies.

Kozol, Jonathan. Children of the Revolution. New York: Delacorte Press, 1978.

Description of Cuba's immensely successful literacy campaign written by a United States educator.

Kozol, Jonathan. Prisoners of Silence. New York: Continuum Press, 1980.

A proposal for a massive literacy campaign in the U. S. to break down the "culture of silence" in this country.

READING

Ashton-Warner, Sylvia. Teacher. New York: Simon & Schuster, 1963.

Describes Ashton-Warner's method of teaching reading to Maori children through the use of an organic vocabulary--the child's natural vocabulary. A forerunner of the language experience approach.

Bettelheim, Bruno and Kano Zelan. On Learning to Read. New York: Alfred A. Knopf, Inc., 1982.

The authors discuss the importance of learning to read for meaning and analyze the kinds of reading errors children make from a psychoanalytical perspective.

Chall, Jeanne, ed. Thought and Language/Language and Reading. Cambridge, MA: Harvard Educational Review, 1980.

A collection of articles from the 1960's and 1970's containing a wide range of important work published during this time period. Includes articles by Carol Chomsky, James Moffett, Paulo Freire, and Jonathan Kozol.

Fader, Daniel. The New Hooked on Books. New York: Bantam Paperbacks, 1982.

A narrative about a highly successful high school reading program which uses newspapers and paperbacks to encourage reading.

Ferreiro, Emilia and Ana Teberosky. Literacy Before Schooling. Portsmouth, NH: Heinemann Press, 1982.

A look at how a child develops concepts about written language, integrates drawing and writing, and in general develops the abilities necessary to become a reader and writer.

Flood, James, ed. Promoting Reading Comprehension. Newark, DE: International Reading Association, 1984.

A group of articles which suggest ways that reading comprehension can be promoted, and a number of articles examining the relationship between the reader and the text.

Flood, James, ed. Understanding Reading Comprehension. Newark, DE: International Reading Association, 1984.

A group of articles which take a look at three areas of reading comprehension: cognition, language, and the structure of prose.

Gibson, Eleanor and Henry Levin. The Psychology of Reading. Boston, MA: MIT Press, 1975.

A discussion of the reading process and some of the issues that have come up in reading instruction. Somewhat technical.

Guthrie, John T., ed. Comprehension and Teaching: Research Review. Newark, DE: International Reading Association, 1981.

This collection includes a number of articles on reading comprehension--one section on the process of comprehension, and another on teaching practices in the area of comprehension. Includes articles by Rumelhart, Pearson, and Cazden.

Harris, Theodore L. and Richard E. Hodges, eds. A Dictionary of Reading and Related Terms. Newark, DE: International Reading Association, 1983.

Lists and provides clear definitions for terms used in the reading field.

Holdaway, Don. The Foundations of Literacy. New York: Ashton Scholastic, 1979.

An approach to reading and writing drawing on the language experience approach, wide reading of children's literature, and writing. Holdaway also presents approaches to help people with particular reading difficulties.

Kennedy, Katherine and Stephanie Roeder. Using Language Experience with Adults (A Guide for Teachers). Syracuse, NY: New Reader's Press, 1975.

A guide to using students' understanding of their spoken language as a means for teaching reading. Draws upon the profound psychological impact of learning to read as a key to developing students' own reading material.

Langer, Judith and M. Trika Smith-Burke. Reader Meets Author/ Bridging the Gap. Newark, DE: International Reading Association, 1982.

A series of articles which examine reader/text interaction, text structure, and the context for reading.

Smith, Frank. Reading without Nonsense. New York: Teacher's College Press, 1978.

An excellent and accessible guide to what goes on in a reader's mind while reading. Describes the process whereby people learn to read and how a tutor can help facilitate this.

Smith, Frank. Understanding Reading. New York: Holt, Rinehart, and Winston, 1972.

A description of what goes on when people read. Similar to Reading without Nonsense, but with a much more detailed explanation of the reading process.

Taylor, Denny. Family Literacy: Young Children Learning to Read and Write. Portsmouth, NH: Heinemann Press, 1983.

Describes six families in which a child is learning to read and write. Examines the context for literacy within the families.

WRITING

Bernhardt, Bill. Just Writing: Exercises to Improve Your Writing. New York: Teachers & Writers, 1980.

Some strategies a writer can use to improve writing. Bernhardt's approach is somewhat structured, but the exercises are useful, ranging from pre-writing suggestions to editing methods.

Calkins, Lucy McCormick. Lessons from a Child: On the Teaching and Learning of Writing. Portsmouth, NH: Heinemann Press, 1983.

Describes the growth of one child in writing in order to present the framework of a process approach to writing.

Elbow, Peter. Writing Without Teachers. New York: Oxford University Press, 1973.

Describes some of the ideas people can use to help themselves improve their writing. Elbow talks particularly about free writing as a beginning strategy, and about the importance of getting responses to your writing from a group or class.

Elbow, Peter. Writing With Power: Techniques for Mastering the Writing Process. New York: Oxford University Press, 1981.

Includes some strategies for writing--free writing and other ways to get started, poetry writing, and a discussion of some critical elements of writing such as voice and awareness of audience.

Graves, Donald H. A Researcher Learns to Write. Portsmouth, NH: Heinemann Educational Books, Inc., 1984.

A series of Graves's articles dating from the early 1970's to the present. In this book Graves also takes a look at his own growth as a writer.

Graves, Donald H. Writing: Teachers and Children at Work. Exeter, NH: Heinemann Educational Books, Inc., 1983.

An excellent book explaining the kind of help teachers can give children who are learning to write. Graves emphasizes the use of writing conferences in teaching writing, and addresses many of the questions that teachers of writing have.

Jensen, Julie M., ed. Composing and Comprehending: Defining the Relationship. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills, 1984.

A collection of recent articles which take a look at the inter-relationships of reading and writing.

Martin, Nancy, Pat D'Arcy, Bryan Newton, and Robert Parker. Writing and Learning Across the Curriculum, 11-16. Upper Montclair, NJ: Boynton/Cook Publishers, Inc., 1981.

A product of the Schools Council Writing Across the Curriculum Project, University of London, England. Explores the relationship of all language functions--reading, writing, listening, and speaking--to the process of learning. Suggests that not enough of the writing and talking done in school is used to help students explore and make connections to new material being learned. Argues that language in school needs to be based in real situations and uses, and offers student writing samples and transcripts of student talk to support this point of view.

Mayher, John S., Nancy Lester, and Gordon M. Pradl. Learning to Write/Writing to Learn. Upper Montclair, NJ: Boynton/Cook Publishers, Inc., 1984.

Explores strategies for learning to write, as well as ways of using writing as a tool for learning content material. Includes descriptions of recent theory and research on writing, comments by well-known researchers and practitioners about aspects of the writing process, and practical suggestions for guiding students as they learn to write and write to learn.

Medway, Peter. Finding a Language: Autonomy and Learning in School. Upper Montclair, NJ: Boynton/Cook Publishers, Inc., 1981.

Argues that working-class students can and should achieve autonomy in their learning. Medway describes a student-centered model of language teaching which includes student-selected topics for inquiry through reading, writing, and primary sources, and collaborative learning by students. Includes excerpts from students' learning logs and Medway's responses as students and teacher define the content and direction of each student's learning.

Moffett, James. Active Voice: A Writing Program Across the Curriculum. Upper Montclair, NJ: Boynton/Cook Publishers, Inc., 1981.

Outlines a series of writing assignments which are sequential in nature, moving from private to more public writing, and explains what students can gain from them. Also includes suggestions for adapting the assignments to fit different circumstances and time constraints.

Mohr, Marian M. Revision: the Rhythm of Meaning. Upper Montclair, NJ: Boynton/Cook Publishers, Inc., 1984.

Mohr examines the revision process of her students as they craft a variety of pieces. She offers suggestions to teachers and students about writing for a reader, peer commenting on drafts, how to use revision comment sheets, when to edit writing, and how to explore a topic in early drafts.

Shaughnessy, Mina. Errors and Expectations. New York: Oxford University Press, 1977.

Examines the problems of basic writers attending college through open admissions. Shaughnessy analyzes samples of student writing and suggests strategies for addressing particular writing difficulties.

Smith, Frank. Writing and the Writer. New York: Holt, Rinehart, and Winston, 1982.

Examines the writing process and analyzes the relationship of reading, writing, and language.

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